

范文点评：《多找的五块钱》好在哪里，差在哪里

下面是一篇虚构的四年级学生范文，节选三段，每段后点评。

原文第一段：周六我帮妈妈买酱油，售货员阿姨找钱时，把五块看成了十块，多找了我五块。我攥着钱走出店门，走了十几步，兜里的钱像烫手一样。点评：事件小而清楚，一句话交代完。钱像烫手这个感觉好，它写出了第一瞬间的心虚，没有说我当时很矛盾这种空话。

原文第二段：回家路上我想了两个主意。第一个，把这五块存进我的存钱罐，反正不是我骗来的。第二个，送回去。走回店门口时我假装看货架，其实是在给自己攒勇气。点评：两个主意就是心里那两个声音，写成了具体的打算，这是全文最好的地方。假装看货架这个动作把第三瞬间写活了，勇气是攒出来的，不是喊出来的。

原文第三段：后来我回去把钱还了，阿姨夸我是诚实的好孩子。通过这件事，我懂得了做人要诚实，诚实是中华民族的传统美德。点评：还钱的过程全被跳过了，从门口直接跳到被表扬，最该写的开口那两句话没有了。最后一句滑回背口号，传统美德跟这个孩子刚才的紧张毫无关系，删掉不损失任何东西。

修改对照：把第三段改成我听见自己说阿姨您多找我钱了，声音小得像蚊子，阿姨愣了一下，从抽屉里数了五块换回去。走出店门，兜里轻了，我心里也轻了。改后没有一句道理，但诚实这件事整个立住了。孩子自查自己的作文时用这条标准：如果删掉最后一段道理，故事还成立吗？成立，说明前面写到位了；不成立，说明该补的是过程，不是道理。

顺带说第一段的一个小毛病：开头先写周六我帮妈妈买酱油，这个帮妈妈跑腿的铺垫可以留，但不少同学会把铺垫写成三段，从妈妈怎么吩咐写到路上怎么踢石子。点评这篇范文时提醒孩子：交代事件背景的句子不要超过两句，背景是为事件服务的，酱油只是让五块钱出现的原因，不是文章的主角。

Model Essay Review: What Works and What Fails in The Five Extra Yuan

Below is a fictional model essay by a fourth grader. Three excerpts follow, each with a review.

Paragraph one: On Saturday I went to buy soy sauce for Mom. When the shopkeeper lady gave change, she mistook a five for a ten and handed me five yuan too much. I clutched the money out of the shop, and after a dozen steps the bills in my pocket felt hot to the touch. Review: the event is small and clear, settled in one sentence. The hot-money feeling is good; it shows the guilt of the first moment without the empty line I felt very conflicted.

Paragraph two: On the way home I thought of two plans. One, put the five yuan into my piggy bank, since I did not cheat for it anyway. Two, bring it back. When I

walked back to the shop door I pretended to look at the shelves, but really I was saving up courage. Review: the two plans are those two inner voices, written as concrete intentions, and this is the best part of the essay. Pretending to browse brings the third moment to life; courage is saved up step by step, not shouted.

Paragraph three: Later I went back and returned the money, and the lady praised me as an honest good child. Through this event, I learned that one must be honest, and honesty is a traditional virtue of the Chinese nation. Review: the whole process of returning the money is skipped, jumping from the door straight to praise, and the two sentences of speaking up, the part that most needed writing, are gone. The last line slides back into reciting slogans; traditional virtue has nothing to do with the nervousness this child just showed, and deleting it loses nothing.

Revision comparison: rewrite paragraph three as I heard myself say Madam you gave me too much change, my voice small as a mosquito; the lady paused, then counted five yuan from the drawer to make it right. Walking out, my pocket was lighter, and so was my heart. The revised version states no lesson, yet honesty stands completely. When children audit their own essays, use this test: if the final moral paragraph were deleted, does the story still hold? If yes, the writing before it works; if no, what is missing is process, not moral.

One small flaw in paragraph one is worth mentioning: it opens with On Saturday I went to buy soy sauce for Mom, and this errand setup can stay, but many students stretch the setup into three paragraphs, from how Mom gave the order to how they kicked pebbles on the road. When reviewing this model, remind children: background sentences should not exceed two lines; background serves the event, and the soy sauce is only the reason the five yuan appeared, not the main character of the essay.